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ABSTRACT

Advocating an early childhood education structure that is state-supported, accountable for high standards, sufficiently funded to include all children who need it and whose parents want it, and comparable to the systems of other high-achieving industrialized nations, this report provides baseline information about U.S. states' provision of early childhood education, including policies of preschool programs for 3- and 4-year-olds and kindergarten for 5-year-olds. Findings include the following: (1) 28 states provide preschool programs to 3- and 4-year-olds, without restricted access for 3-year-olds; (2) 21 states give enrollment priority to low-income children and children with other risk factors; (3) 8 states and the District of Columbia require all early childhood teachers to have a bachelor's degree and all early childhood workers to have at least a child development association (CDA) credential; (4) 8 states pay lead early childhood teachers a salary comparable to the state's K-12 teachers; (5) 14 states have school readiness standards and require programs to use them; and (6) 7 states fund full- and half-day kindergarten and require kindergarten enrollment. In light of these findings, the report includes a set of recommendations to states for taking next steps to promote high-quality, universal early childhood education, including: (1) making preschool available to all 3- and 4-year-olds, beginning with disadvantaged children; (2) guarantee full-day kindergarten for all children whose families want them to participate; (3) require higher levels of formal education and training, and develop sources to increase compensation of all teachers and staff; and (4) require and enforce standards for all programs. (Contains 54 references.) (HTH)

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ED 473 694

At the Starting Line

**EARLY CHILDHOOD
EDUCATION
PROGRAMS
IN THE 50 STATES**

**AMERICAN
FEDERATION
OF TEACHERS**



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At the Starting Line

**EARLY CHILDHOOD
EDUCATION PROGRAMS
IN THE 50 STATES**



**AMERICAN FEDERATION
OF TEACHERS
DECEMBER 2002**

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AMERICAN FEDERATION OF TEACHERS



Executive Summary

High-quality early childhood education programs provide young children with experiences that promote healthy cognitive and social development and the basis for thriving in school. Over the past 20 years, states have made strides in terms of their attention to and provision of early childhood education. Two decades ago, only about 10 states provided early childhood education programs. Today, 46 states and the District of Columbia provide funds for some type of preschool program for children under age 5.

Nonetheless, the lack of quality early childhood programs in the United States is evident in the significant percentage of children starting kindergarten without the necessary skills to do well in school. Too many of these children lack critical preliminary skills such as knowledge of letters and numbers, knowing how to hold a book, or how to interact positively with their peers and teachers. When unaddressed early on, these deficiencies contribute to the achievement gap between advantaged and disadvantaged students—a gap that has narrowed over time but that still remains too wide. Without opportunities to learn these skills at an early age, students from *any* background can fall behind later in life. Too many students who come from disadvantaged backgrounds have limited access to structured early childhood programs and, therefore, have an even greater risk of falling behind.

This country needs an early childhood education structure that is state-supported, accountable for high standards, sufficiently funded to include all children who need it and whose parents want it, and comparable

to the systems of other high-achieving industrialized nations. State early childhood systems should provide adequate resources to recruit and retain highly qualified and well-compensated staff.

In this report, the American Federation of Teachers provides baseline information about states' provision of early childhood education, including the policies of preschool programs for 3- and 4-year-olds and kindergarten for 5-year-olds. By "early childhood education" we mean programs that prepare children for schooling starting at age 3; have qualified staff; and have standards for preliteracy, prenumeracy, social and emotional skills, and motor skills. Therefore, we reviewed the policies of state-supported preschool programs that:

- Had school-readiness or early childhood education as a goal;
- Were provided statewide;
- Were supported with state funds; and
- Served 3- and/or 4-year-olds.

We included Head Start in our analysis *only* if states were supplementing this program with state funds. We also studied whether states were funding full- or half-day kindergarten and whether they were requiring enrollment.

By reviewing the policies of states' early childhood education programs, this report addresses families' *access* to early childhood education and the *quality* of existing programs. As a preliminary overview, this report is intended to (1) give states more direction on the work that lies ahead of them; (2) further inform the dialogue about the importance of implementing a uni-

Make preschool available to all 3- and 4-year-olds, beginning with disadvantaged children.

versal, high-quality early childhood education system; and (3) fuel our call to action.

What We Found

Nearly every state provides funds for some type of preschool program for children under the age of 5. While this is notable progress, the breadth of these programs remains limited: States only provide state-funded programs to approximately 12 percent of all 3- and 4-year-olds. What we have nationwide can, at best, be described as a patchwork of early childhood education programs and initiatives that vary widely in quality, administration, funding, policies, providers, targeted communities, and other matters.

The following findings provide an overview of states' provision of early childhood education, as reflected by the criteria we identified:

- Twenty-eight states provide preschool programs to 3- and 4-year olds, without restricted access for 3-year-olds.
- Twenty-one states give enrollment priority to low-income children and children with other risk factors for all state-funded preschool programs.
- Eight states and the District of Columbia require all early childhood teachers to have a bachelor's degree and all early childhood workers to have at least a child development associate (CDA) credential or equivalent.
- Eight states pay lead early childhood teachers a salary comparable to the state's K-12 teachers.
- Thirty states require a 1:10 adult/child ratio for all preschool programs.

- Fourteen states have school readiness standards *and* require programs to use them.
- Every state and the District of Columbia fund half- or full-day kindergarten: Thirty-six states provide funds for both full- and half-day kindergarten, nine states and the District of Columbia provide funds only for full-day kindergarten, and five states provide funds only for half-day kindergarten.
- Seven states fund full- and half-day kindergarten and require kindergarten enrollment.
- Ninety-three percent of U.S. children go to kindergarten; 13 states require enrollment in kindergarten.

Recommendations

In light of these findings, this report includes a set of recommendations to states for taking next steps to promote high-quality, universal early childhood education. States need to:

- Make preschool available to all 3- and 4-year-olds, beginning with disadvantaged children.
- Guarantee full-day kindergarten for all children whose families want them to participate.
- Coordinate the administration of their early childhood education programs.
- Require higher levels of formal education and training; develop sources to increase compensation of all teachers and staff.
- Raise the overall quality of their programs.
- Require and enforce standards for all programs.

Introduction

High-quality early childhood education programs provide young children with experiences that promote healthy cognitive and social development and the basis for thriving in school. Over the past 20 years, states have made strides in terms of their attention to and provision of early childhood education. Two decades ago, only about 10 states provided early childhood education programs; today, 46 states and the District of Columbia provide funds for some type of preschool program for children under age 5.

Nonetheless, the lack of quality early childhood education programs in the United States is evident in the significant percentage of children starting kindergarten without the necessary skills to do well in school. Too many of these children lack critical preliminary skills such as knowledge of letters and numbers, knowing how to hold a book, or how to interact positively with their peers and teachers. When unaddressed early on, these deficiencies contribute to the achievement gap between advantaged and disadvantaged students—a gap that has narrowed over time but that still remains too wide. Without opportunities to learn these skills at an early age, students from any background can fall behind later in life. Too many students who come from disadvantaged backgrounds have limited access to structured early childhood programs and, therefore, have an even greater risk of falling behind.

American Federation of Teachers (AFT) president Sandra Feldman, a longtime advocate of early childhood education, recently challenged the nation to go beyond the low-quality care often found in many early childhood programs and to strive for a preschool experience that prepares children to succeed in school and later in life. She called for a national commitment to universal, high-quality, voluntary preschool beginning at age 3:

Millions of children across America now start school without the same academic advantages of middle-class youngsters; universal preschool would be preventive medicine for children who don't have exposure to the kinds of experiences that produce early learning and social skills that serve as building blocks for success in later grades.

—AFT 2001 QuEST Conference

Accordingly, President Feldman has advocated for dra-

matically accelerating the pace of learning for those poor children who start behind, to give them an opportunity to catch up, even though they learn as much and progress as rapidly as other children during the school year. President Feldman also has proposed a program, "Kindergarten-Plus," that would provide an extended year, full-day kindergarten to disadvantaged children by enabling them to begin kindergarten the summer before they ordinarily would enter and to continue through the summer after kindergarten, right before entering first grade. The public schools are there, and qualified kindergarten teachers are in place. The summer-before-kindergarten part of this program also could work by expanding and improving existing high-quality preschool programs. By adding about four months to what is already a highly productive kindergarten experience for disadvantaged youngsters, Kindergarten-Plus could further close the achievement gap that exists between these children and their more advantaged peers.

Existing early childhood research is clear: Quality early childhood education programs provide young children with the experiences they need to thrive and can help to close the achievement gap between advantaged and disadvantaged children. Such programs help to prepare all children for school, close the achievement gap, reduce dropout rates and delinquency, increase economic productivity, and boost family stability. Quality early childhood education has been found to lead to the following tangible outcomes:¹

- Better higher-order thinking and attention skills;
- Stronger reading, writing, and mathematical skills;
- Improved social skills;
- Reduced grade retention;
- Higher graduation rates;
- Fewer special education placements;
- Fewer behavioral problems;
- Less criminal activity;
- Greater economic productivity;
- Less dependency on welfare; and
- Greater family stability.

Universal preschool would be preventive medicine for children who don't have exposure to the kinds of experiences that produce early learning and social skills that serve as building blocks in later grades.

The United States needs an early childhood education structure that is state-supported, accountable for high standards, sufficiently funded to include all children who need it and whose parents want it, and comparable to the systems of other high-achieving industrialized nations. State early childhood systems should provide adequate resources to recruit and retain highly qualified and well-compensated staff.

This report—*At the Starting Line: Early Childhood Education Programs in the 50 States*—is the AFT's first effort to describe the types of early childhood education programs that states are funding. It provides baseline information about where states are, and how far they still have to go, in developing high-quality, universally accessible early childhood programs for 3- and/or 4-year-olds and kindergarten for all who want to attend. This report addresses the following areas of concern:

- Families' access to preschool programs and kindergarten, including the extent to which states give priority to preschool children from disadvantaged backgrounds;
- Program quality, including (1) the qualifications and salaries of early childhood education program staff and (2) states' early childhood program requirements (i.e., adult/child ratios, program accreditation, and school readiness standards—early language and literacy, early numeracy, social-emotional competence, motor readiness, and physical abilities).

An array of early childhood programs exists within states. Public and private entities alike are used as providers; their programs may or may not target a specific age range or group, include services to families, or specify early childhood education as a goal. By "early childhood education," we mean programs that prepare children for schooling starting at age 3; have qualified staff; and have standards for preliteracy, prenumeracy, social and emotional skills, and motor skills. Our analysis, therefore, is limited to state-supported preschool programs for ages 3 and 4 that:

- Have school-readiness or early childhood education as a goal;

- Are provided statewide;
- Are supported with state funds; and
- Serve 3- and/or 4-year-olds.

We also studied whether states were funding either full- or half-day kindergarten and mandating enrollment. We included Head Start in our analysis *only* if states were supplementing this program with state funds.

Accordingly, this report does not analyze preschool programs that are provided exclusively by federal, district, or private funds. It also does not address the provision of childcare subsidies or programs that are intended for infants and toddlers, target families, and/or solely address prenatal care.

By providing a preliminary overview of state-supported preschool programs and the extent to which states are providing kindergarten, this report is intended to (1) give states more direction on the work that lies ahead of them; (2) further inform the ongoing dialogue about the importance of implementing a universal, high-quality early childhood education system; and (3) fuel our call to action. This report has five chapters:

- Chapter I, *The Context*, frames the provision of early childhood education in this country, expresses our concerns about the quality of and access to the programs that exist today, and lays out the challenges ahead.
- Chapter II, *Judging State Policies: Efforts To Implement Accessible, High-Quality Early Childhood Education Programs*, defines the criteria and indicators of high-quality programs used by the AFT to judge states' early childhood programs and explains our evaluation process.
- Chapter III, *What We Found*, describes what states are providing to kindergartners and to 3- and/or 4-year-olds.
- Chapter IV, *Recommendations*, offers recommendations to states on how to achieve a universal, high-quality early childhood education system.
- Chapter V, *State Review Pages*, presents specific information on features of access and quality that are built into state-funded early childhood education programs and initiatives.

CHAPTER I

The Context

Why We Should Care about Early Childhood Education

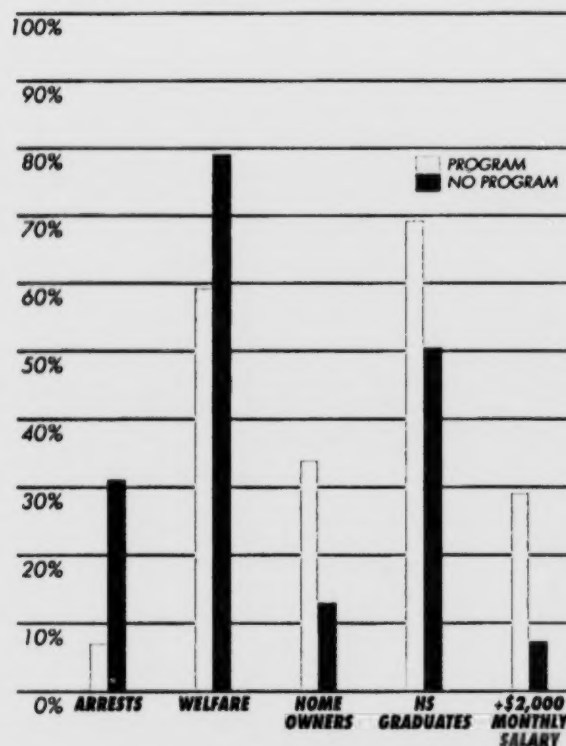
High-quality early childhood education programs positively affect *all* children's success in school and the quality of their future. Benefits can be pronounced for children from disadvantaged backgrounds, too many of whom need help developing crucial social and cognitive skills that, left unaddressed early in life, contribute to the achievement gap between advantaged and disadvantaged students.

Over the past 40 years, a significant number of studies have demonstrated the important role the early years play in brain development, finding that high-quality early childhood education increases the likelihood that all children—particularly those from disadvantaged backgrounds—will become successful students and citizens.¹ The Perry Preschool Study—one of the most comprehensive and prominent longitudinal studies of the effects of early childhood education—quantified the positive impact of high-quality early childhood educational experiences on children's success. Program partic-

ipants, who were tracked from age 3 or 4 to their late 20s, experienced increases in cognitive skills, academic achievement, high school graduation rates, postsecondary enrollment, and gainful employment when compared to peers without access to early childhood education (see Figure 1). Moreover, this study estimated a \$7 savings for each dollar invested in high-quality preschool programs by minimizing costs incurred by remedial and special education, school dropouts, social disengagement, and future unemployment. Subsequent studies have found similar results.

High-quality programs provide children with stimulating learning opportunities as well as secure and caring relationships with qualified educators and caregivers. The programs also prepare children for school by enhancing language skills and developing a better sense of group work and play with other children. When compared to their peers who have not had high-quality early childhood education, children who have gone through these programs are more likely to develop secure relationships with adults, trust figures of authority, follow directions, and effectively communicate their needs. Young children are capable learners, and having these types of educational experiences during their preschool years helps them learn at a faster rate, become more capable readers and students, and better develop socially and emotionally.

FIGURE 1
Comparison of Benefits from
Early Childhood Education,
Perry Preschool Study Participants, Age 27



SOURCE: Barnett, W. S. (1996). *Lives in the balance: Age 27 benefit-cost analysis of the High/Scope Perry Preschool Program* (Monographs of the High/Scope Educational Research Foundation, 11). Ypsilanti, Mich.: High/Scope Press.

Concerns about School Readiness, Program Access, and Program Quality

States' growing commitment to early childhood education is made evident by the increasing number of states that fund early childhood education programs. State spending has grown from approximately \$700,000 in the early 1990s to nearly \$2 billion in 2000.³ The number of children served by state-funded early childhood education programs also

has increased. Ten years ago, 290,000 children participated in state programs; today, that number has more than doubled.⁴ However, more work lies ahead in terms of getting all children ready for school, achieving universal accessibility of early childhood programs, and raising the quality of all programs.

Lack of School Readiness

In 1990, the nation's governors joined with then President George Bush in adopting a series of National Education Goals, one of which concerned school readiness: "By the year 2000, all children in America will start school ready to learn." More than a decade after this target was set, our nation is far from achieving this goal.

Kindergarten teachers report that many children still come to school unprepared, and research has shown that being unprepared jeopardizes children's chances to learn and succeed in school.⁵ In addition, more than 50 percent of U.S. children have one or more risk factors for school failure,⁶ including too little exposure to stimulating language, reading, storytelling, and other literacy-building activities upon which later success in schooling is built. Children with these risk factors often have trouble following directions, working independently or in groups, communicating, and establishing secure relationships with adults. They also have lower academic achievement: The math and reading scores of new kindergartners from the lowest socioeconomic group are 60 percent and 56 percent lower, respectively, than the scores of kindergartners from the highest socioeconomic groups.⁷ As Table 1 highlights, beginning kindergarten students from the lowest socioeconomic status group are already behind their more affluent peers.

At the onset of kindergarten, the average cognitive scores of children in the highest SES group are a staggering 60 percent above the scores of children in the lowest SES group.⁸ The research is unequivocal in finding that disadvantaged children, on average, lag substantially behind other children in literacy, numeracy, and social skills even before formal schooling begins.⁹

Children who have limited English proficiency, who are poor, who are disabled, and whose parents have low literacy skills are the most likely to be unprepared for school, have reading difficulties in the early grades, and be at risk of falling behind in all subject areas down the road. Even when kindergarten teachers do an excellent job helping low-income children who are behind close the learning gap in basic skills, the more-advantaged youngsters continue to have an edge, especially in higher-order skills, reading, and mathematics knowledge.¹⁰

AT THE STARTING LINE

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TABLE 1
Beginning Kindergarten Students' School Readiness Skills
by Socioeconomic Status (SES)

Ability to:	Lowest SES Group	Highest SES Group
Recognize letters of alphabet	39%	85%
Understand beginning sounds of words	10%	51%
Recognize numbers and shapes	84%	98%
Recognize relative size	31%	77%

SOURCE: Coley, 2002; Lee and Burkam, 2002; NCES, 2000a.

Lack of Access

In spite of the needs for and demonstrated benefits of quality early childhood education to school readiness, good preschool programs in the United States today are in short supply and prohibitively expensive for poor and even middle-class families. Many families of poor children are struggling just to put food on the table, while many middle-class families who enroll their children in good preschools do so by deferring saving for their children's college education—in many cases, preschool fees can consume up to one-third of a family's income.¹¹ On average, families' fees cover 50 percent to 60 percent of early childhood program costs.¹² Full-day program costs range from \$4,000 to \$10,000 per child, per year, yet one out of three families with young children earns less than \$25,000 a year.¹³ The problem of access is likely to grow worse as mothers of young children continue to join the workforce in record numbers—in 2000, nearly three-quarters of women with children between the ages of 3 and 5 worked outside the home.

Studies of program accessibility reveal that the United States is among the worst providers of quality service in the industrialized world.¹⁴ While the majority of public funds earmarked for early childhood education target low-income children only, U.S. early childhood programs still do not come close to serving all eligible children from socioeconomically disadvantaged backgrounds. Most early childhood programs are largely financed by fees from families and supplemented by modest—and usually inadequate—public and private contributions. In 2000, public sector expenditures for early childhood education and care for children under age 5 amounted to approximately \$25 billion, but less than 10 percent of eligible children under age 5 who needed help were getting any assistance.¹⁵ Economists estimate that it would take another \$25 billion to \$35 billion to extend free preschool programs of acceptable quality to all 3- and/or 4-year-olds.¹⁶

Lack of Quality

Lack of access is not the only reason to be concerned about the quality of the programs that do exist. For most families, the choice is no preschool or a poor-quality one that fails to address early language and literacy growth, early math skills, cognitive skills, and social-emotional readiness. Few of the 8 million children in preschool attend programs that meet even basic standards of quality, causing some program evaluators to speculate that, in some cases, programs may even jeopardize children's learning and development.¹⁷

Specialized staff training and working conditions—including postsecondary education, low turnover, and decent salaries—are key predictors of program quality and positive outcomes for children.¹⁸ However, the programs that exist in the United States today generally fall short on precisely these measures. Early childhood teachers and staff are among the lowest paid, least trained, and have the highest turnover rates of almost any occupation, ranking comparably on these dimensions to parking lot attendants, dishwashers, and dry cleaning workers.¹⁹ Forty percent of preschool staff have only a high school diploma, and turnover rates range from 30 percent to 50 percent. Preschool staff must have the knowledge and professional development they need to be effective educators.

Conclusion

The research makes clear that early childhood education benefits all children who have access to high-quality programs. Without these learning opportunities, too many disadvantaged children have an uphill struggle ahead of them, as they attempt to catch up with their more affluent peers. Enrollment in high-quality programs can help prepare all children for first grade and for success as they progress in school.



CHAPTER II:

Judging State Policies

Efforts To Implement Accessible, High-Quality Early Childhood Education Programs

This section first introduces the criteria and indicators we used to evaluate the policies of states' early childhood education programs. Next, it discusses the process we followed in applying these criteria.

Criteria and Indicators

Using the findings and implications of early childhood research, the AFT developed a set of initial criteria by which to judge the policies of states' early childhood education programs. We focused these criteria around two dimensions—access and quality—and highlighted the most basic features of universally accessible, high-quality early childhood programs as identified by the research.²⁰ For each criterion, we then developed a set of indicators around which quality and accessibility rest. These access and quality criteria, and accompanying indicators, are summarized in Table 2.

Access Indicators

A universally accessible, early childhood education program should include:

- Access to preschool programs for 3- and/or 4-year-olds;
- Enrollment priority for preschool children from disadvantaged backgrounds;
- Access to kindergarten.

Access to Preschool Programs for Both 3- and 4-Year-Olds

Research has shown that high-quality preschool programs for 3- and 4-year-olds help children become prepared for formal schooling.²¹ Research also indicates that these children are the largest segment of children under age 5 who are in multiple-setting, nonparental care for most of the day.²² Increased accessibility to high-quality early childhood education programs for 3- and 4-year-olds would have a greater and direct impact on school readiness, minimize the disruptions that can result from placing children in multiple nonparental care settings, and meet the needs of working families.

When the AFT judged state early childhood programs on this dimension, we looked at: (1) how many 3- and 4-year-olds are served by the state's program(s), and (2) whether 3-year-olds (as well as 4-year-olds) are eligible to participate in state program(s).

Enrollment Priority for Preschool Children from Disadvantaged Backgrounds

High-quality early childhood education helps close the achievement gap, reduce dropout rates, and increase family stability.²³ An inclusive, noncompulsory, high-quality system of early childhood education should ensure universal access and be publicly funded. Absent universal access, children from disadvantaged backgrounds—specifically, children from low-income fami-

TABLE 2 Criteria and Indicators for Accessible, High-Quality Early Childhood Education Programs	
Access Criteria	Indicator(s)
Access to preschool programs for 3- and/or 4-year-olds	(1) How many 3- and/or 4-year-olds are served by the state's early childhood education program(s)? (2) In addition to 4-year-olds, are 3-year-olds eligible to participate in the state's program(s)?
Enrollment priority for preschool children from disadvantaged backgrounds	(1) Does the state prioritize enrollment for low-income children? (2) Does the state prioritize enrollment for children with other risk factors?
Access to kindergarten	(1) Does the state provide funds for half-day kindergarten? (2) Does the state provide funds for full-day kindergarten? (3) Does the state require enrollment in either full- or half-day kindergarten?
Quality Criteria	
Staff qualifications ¹	(1) Does the state require lead early childhood teachers in all settings to have a bachelor's degree (B.A.)? (2) Does the state require early childhood workers in all settings to have a child development associate's (CDA) credential, an associate of arts (A.A.) degree, or the equivalent?
Salaries	What are the average annual salaries of: (1) Kindergarten teachers in the state? (2) Early childhood teachers in the state? (3) Early childhood workers in the state?
Adult/child ratios	Does the state require one teacher or worker for every 10 children or fewer in all settings?
Program accreditation and school readiness standards	(1) Does the state require national program accreditation? (2) Does the state require program(s) to have school readiness standards? (3) Does the state require program(s) to use school readiness standards?

¹The staff of a state early childhood education program usually includes teachers and early childhood workers. The teacher is the lead educator put in charge of a classroom; the Bureau of Labor Statistics (BLS) calls them "Preschool Teachers," noting that they "instruct children (normally up to 5 years of age) in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. [They] may be required to hold state certification" (BLS, www.bls.gov/oes/2000/oes399011.htm). Early childhood workers assist the teacher; the BLS calls them "Child Care Workers," noting that they "attend to children at schools, businesses, private households, and child care institutions, [and] perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play" (BLS, *ibid.*). Early childhood workers are also sometimes referred to as assistant teachers, teacher aides, child or day care workers, paraprofessionals, and associate preschool teachers. In contrast, the BLS defines a "Kindergarten Teacher" as someone who teaches "elemental natural and social science, personal hygiene, music, art, and literature to children from 4- to 6-years-old, [and who promotes]...physical, mental, and social development. [They] may be required to hold State certification." (USDOL/BLS, 2000)

lies and children with other risk factors—must be given enrollment priority in early childhood education programs and provided with quality services at no cost to

their families.

When we judged each state's early childhood programs on this dimension, we looked at enrollment pri-

orities for: (1) low-income children, and (2) children with other risk factors, including living with a single parent, having parents with less than a high school education or who are unemployed, being exposed to alcohol and drug abuse, lacking health insurance, having limited English proficiency, having physical or learning disabilities, or living with parents with low literacy skills.

Access to Kindergarten

Recent studies conducted by the Montgomery County School District in Maryland and the Philadelphia School District provide evidence that children in full-day kindergarten make greater gains in early language and literacy and have more sophisticated cognitive skills than children enrolled in only half-day programs.²⁴ Getting all children ready to begin the first grade—particularly children from low-income backgrounds—is facilitated by extending kindergarten to a full school day.

When we judged state early childhood education programs on this dimension, we looked to see if the state: (1) funded half-day kindergarten, (2) funded full-day kindergarten, and (3) required enrollment in either full- or half-day kindergarten.

Quality Indicators

A state's high-quality early childhood education program should focus on the following elements:

- Staff qualifications;
- Salaries;
- Adult/child ratios;
- Program accreditation and school readiness standards.

Staff Qualifications

The staff of a state-funded early childhood education program usually includes teachers and early childhood workers. The teacher is the lead educator put in charge of a classroom; early childhood workers assist the teacher and can also be referred to as assistant teachers, teacher aides, child or day care workers, paraprofessionals, and associate preschool teachers.

Poor or limited preservice training and/or professional development compromise the quality of early childhood education programs. Research repeatedly has found that high-quality programs showing positive outcomes in children's learning and cognitive development have staff with postsecondary training.²⁵

When we judged each state's early childhood programs on this dimension, we looked at whether the state required: (1) lead early childhood teachers to have a

bachelor's degree in all settings, and (2) early childhood workers to have a child development associate's degree, an associate of arts degree, or the equivalent in all settings.

Salaries

Programs should compensate teachers and other staff in early childhood programs comparably to teachers in K-12 settings. Substandard pay compromises the quality of early childhood programs. We know that more training requires more money.²⁶

When the AFT judged each state's early childhood programs on this dimension, we asked about the average annual salaries of: (1) kindergarten teachers in the state, (2) early childhood teachers in the state, and (3) early childhood workers in the state.

Adult/Child Ratios

Small group size and low adult/child ratios enable children to interact comfortably with their peers and get more individualized attention from their teachers to help them develop language and problem-solving skills. The National Association for the Education of Young Children (NAEYC) and other early childhood experts recommend a ratio of no more than 10 children for every one adult.

When we judged each state's early childhood programs on this dimension, we examined whether the state required one teacher or worker for every 10 children or fewer in all settings.

Program Accreditation and School Readiness Standards

State program monitoring should extend beyond compliance with health and safety standards to include program quality. Having programs that regularly are monitored for accreditation helps to ensure quality, continuous improvement, and accountability for public funds. In particular, national accreditation, such as that offered by the NAEYC, supports professionally accepted levels of quality, coherence among programs, and widespread high-quality practices.²⁷

In addition, programs should have and use school readiness standards and curricula that specifically address early language and literacy, early numeracy, social-emotional competence, motor readiness, and physical abilities. Children who are best prepared for the challenges of elementary school have been exposed to extensive language and pre-literacy experiences, preliminary math and science, and a variety of classroom activities that are age-appropriate and that develop and enhance reasoning, communication, and problem-solving. When

early learning skills fail to develop during the preschool years, risk for later school difficulties increases.²⁸

When we judged each state's early childhood programs on this dimension, we looked at whether states' policies required programs to: (1) be nationally accredited, (2) have school readiness standards, and (3) use the school readiness standards.

Process Followed To Evaluate State Programs

We collected data about the policies of early childhood education programs for each state and the District of Columbia from two sources: (1) 2000-02 state early childhood education policies and program guidelines, and (2) telephone interviews with state personnel in the agencies responsible for administering the program(s). We checked this information against findings reported in *Education Week's* "Quality Counts 2002" and reviews and reports from other relevant sources such as the Children's Defense Fund, the Foundation for Child Development, the National Research Council, and Columbia University's National Center for Children in

Poverty. When we found data discrepancies, we consulted state policy and program guidelines, state legislation, and/or state personnel.

In examining the policies of state programs, we limited our analysis to early childhood programs that (1) had school-readiness or early childhood education as a goal, (2) were provided statewide, (3) were supported with state funds, and (4) served 3- and/or 4-year-olds. For the purposes of this benchmark AFT report, we included states that provide supplementary funds to Head Start because this program fits the above criteria, but we did not include any preschool programs that do not receive state funds. Four states—Mississippi, Montana, South Dakota, and Utah—neither provide a preschool program of their own nor do they supplement Head Start with state funds. We also studied whether states were funding either full- or half-day kindergarten and mandating enrollment.

After compiling and organizing these data, we applied the criteria and indicators introduced above to examine the extent to which state programs met basic levels of access and quality. Once we completed the analysis, we sent a draft to the state agency responsible for administering the program(s). We asked state administrators to review the accuracy of our data and made revisions as appropriate.



AT THE STARTING LINE

CHAPTER III

What We Found

No state or the District of Columbia met all our criteria for universally accessible, high-quality early childhood education programs. Based on the criteria used in this analysis, approximately half of all states are making some efforts to provide access and quality. These states are well-positioned to move forward. However, half of the states are barely at the starting line for providing high-quality early childhood education.

Accessibility of States' Early Childhood Programs

Twenty years ago, only about 10 states provided early childhood education programs. Today, a majority of states provide free programs for eligible preschoolers, allocate supplemental funds to Head Start to increase accessibility, and give priority to families in need. We found that:

- Forty-six states and the District of Columbia fund some type of preschool program for children under age 5, although the availability of these programs can vary by district. However, these programs only serve about 12 percent of all 3- and/or 4-year-olds nationally.
- Twenty-one states give enrollment priority to low-income preschool children and children with other risk factors for their preschool programs.
- Only the District of Columbia, Georgia, and

Oklahoma come close to providing early childhood education programs to all families that want their children enrolled; they serve 60 percent, 53 percent, and 55 percent, respectively.

- Every state and the District of Columbia fund half- or full-day kindergarten: 36 states provide funds for both full- and half-day kindergarten, nine states and the District of Columbia provide funds only for full-day kindergarten, and five states provide funds only for half-day kindergarten.
- Ninety-three percent of children go to kindergarten; 13 states require enrollment in kindergarten.

How many 3- and/or 4-year-olds are served by state programs?

State programs serve nearly 1 million children. Based on U.S. Census data and state reports, we estimate that state programs cover approximately 12 percent of the 8 million 3- and 4-year-old children in the United States. As Tables 3 and 4 indicate:

- All states and the District of Columbia offer preschool programs for 4-year-olds; however, in four states (Mississippi, Montana, South Dakota, and Utah) these services come only from the federally-funded Head Start program with no supplementary state funds.
- Fifteen states (California, Georgia, Illinois, Kentucky, Maryland, Michigan, Minnesota, New Jersey, New York, Oklahoma, South Carolina, Texas, West Virginia, Wisconsin, and Wyoming) and the District of Columbia serve at least 15 percent of 3- and/or 4-year-olds in the state.

TABLE 3
Access to State Preschool Programs

State	State offers program(s) for 4-year-olds	Three-year-olds are also eligible to participate in state program(s)
Alabama	✓	
Alaska	✓	✓
Arizona	✓	✓
Arkansas	✓	✓
California	✓	✓
Colorado	✓	✓ ¹
Connecticut	✓	✓
Delaware	✓	
District of Columbia	✓	✓ ²
Florida	✓	✓
Georgia	✓	✓ ²
Hawaii	✓	✓
Idaho	✓	✓
Illinois	✓	✓
Indiana	✓	✓
Iowa	✓	✓
Kansas	✓	✓ ²
Kentucky	✓	✓ ²
Louisiana	✓	
Maine	✓	✓ ²
Maryland	✓	✓ ²
Massachusetts	✓	✓
Michigan	✓	
Minnesota	✓	✓
Mississippi		
Missouri	✓	✓
Montana		
Nebraska	✓	✓
Nevada	✓	✓
New Hampshire	✓	✓
New Jersey	✓	✓ ²
New Mexico	✓	✓
New York	✓	✓ ²
North Carolina	✓	✓ ²
North Dakota	✓	✓
Ohio	✓	✓
Oklahoma	✓	✓ ²
Oregon	✓	✓
Pennsylvania	✓	
Rhode Island	✓	✓
South Carolina	✓	✓ ²
South Dakota		
Tennessee	✓	✓
Texas	✓	✓
Utah		
Vermont	✓	✓
Virginia	✓	
Washington	✓	✓
West Virginia	✓	✓
Wisconsin	✓	✓ ²
Wyoming	✓	✓
Total	47	41

Source: U.S. Census Bureau (2000); Head Start Bureau (2002).

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Based on U.S. Census data and state reports, we estimate that state programs cover approximately 12 percent of the 8 million 3- and 4-year-old children in the United States.

In addition to 4-year-olds, are 3-year-olds eligible to participate in state programs?

As Table 3 indicates:

- Currently, 40 states and the District of Columbia provide programs to 3-year-olds, although in some states, restrictions apply.
- Twenty-eight states provide programs for 3- and 4-year-olds, without restricted access for 3-year-olds.

Do states offer enrollment priorities for children from low-income backgrounds and for children with other risk factors?

As Table 4 indicates:

- Low-income children have enrollment priority in 36 states, and children with other risk factors have enrollment priority in 26 states, although restrictions in some states apply. Both groups of children have enrollment priority without any type of restrictions in 21 states. Enrollment priority, however, does not mean that states provide every child from a low-income or at-risk family with a preschool program.
- Preschool programs in 10 states (Alabama, Georgia, Maine, New Jersey, New Mexico, New York²⁹, North Carolina, Oklahoma, Pennsylvania, and Wisconsin) and the District of Columbia do not have eligibility guidelines based on risk factors or income and, instead, serve children on a first-come, first-served

basis.

Ohio has demonstrated the greatest commitment to serving children eligible for Head Start through its Public Preschool Program and state-supplemented Head Start program, enrolling nearly 90 percent of children eligible for Head Start in early childhood education programs.

Do states provide funds for full- and/or half-day kindergarten?

As Table 5 indicates:

- All states and the District of Columbia provide funds for either full- or half-day kindergarten, although not necessarily in every school district.
- Thirty-six states provide funds for both full- and half-day kindergarten.
- Five states provide funds for only half-day kindergarten.
- Nine states and the District of Columbia provide funds for only full-day kindergarten.

Do states require either half- or full-day enrollment?

As Table 5 indicates:

- Twelve states (Arkansas, Connecticut, Delaware, Louisiana, Maryland, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Virginia, and West

Footnotes for Table 3

¹In Colorado, 3-year-olds with qualifying risk factors are eligible to participate in state program(s).

²Three-year-olds are eligible to participate only in state Head Start program.

³In Kentucky, 3-year-olds with disabilities are eligible to participate in state program.

⁴In New Jersey, 3-year-olds are eligible to participate only in Abbott Districts and some other non-Abbott programs.

⁵In New York, 3-year-olds are eligible to participate only in the state's Experimental Prekindergarten program.

⁶In North Carolina, 3-year-olds are eligible to participate only in the state's Smart Start and Head Start programs.

⁷In Oklahoma, 3-year-olds are eligible to participate only in special education services or the Head Start program.

⁸In South Carolina, 3-year-olds are eligible to participate only in the state's Early Childhood program.

TABLE 4
Enrollment Priorities for Preschool Children with Disadvantaged Backgrounds¹

State	Low-income children have enrollment priority	Children with other risk factors have enrollment priority	Number of preschool-age children in state ¹	Number of 3- and/or 4-year-olds served by program(s)	Number of children (ages 0-5) served by Head Start
Alabama			59,905*	1,278	16,498
Alaska	✓		19,360	1	2,311 ¹
Arizona	✓		152,550	3,600	12,865
Arkansas	✓	✓	73,030	7,976	17,752
California	✓	✓	1,027,915	157,377	97,667
Colorado		✓	118,375	11,050	9,826
Connecticut	✓		92,531	6,337	8,270 ¹
Delaware	✓		10,589*	843	2,243
District of Columbia			13,260	4,105	4,793 ¹
Florida	✓	✓	383,984	27,153	34,657
Georgia			236,895	63,500	23,140
Hawaii	✓	✓	31,751	800	3,373 ¹
Idaho	✓		39,093	1	2,890
Illinois	✓	✓	355,999	55,000	39,805
Indiana	✓		170,079	1	14,956 ¹
Iowa	✓ ¹	✓ ¹	75,925	6,731 ¹	7,689
Kansas	✓	✓	75,252	3,756	7,897
Kentucky	✓	✓	106,382	15,892	16,419
Louisiana		✓	63,528*	2,877	21,969
Maine			29,273	1,316	4,382 ¹
Maryland	✓	✓	144,175	10,980	10,487
Massachusetts	✓	✓	161,310	21,780	13,454 ¹
Michigan	✓	✓	138,489*	25,712	35,112
Minnesota	✓	✓	136,663	40,047	14,075 ¹
Mississippi					
Missouri	✓	✓	148,830	6,212	17,718
Montana					
Nebraska	✓	✓	46,942	500	4,982
Nevada	✓	✓	59,050	2,000	2,694
New Hampshire	✓		31,788	1	1,632
New Jersey	✓ ¹		230,650	39,000	15,829 ¹
New Mexico			52,290	1,600	8,918 ¹
New York	✓ ¹		507,352	73,008	48,952
North Carolina	✓ ¹¹	✓ ¹¹	212,974	1,500 ¹²	18,991
North Dakota	✓		16,043	1	2,287
Ohio	✓		306,240	8,007	56,937 ¹
Oklahoma			93,176	25,738	13,615 ¹
Oregon	✓	✓	90,271	3,698	9,129
Pennsylvania			153,035*	2,479	31,104
Rhode Island	✓	✓	26,121	280	3,550 ¹
South Carolina	✓	✓	105,292	16,000	12,184
South Dakota					
Tennessee	✓		150,055	3,007	16,344
Texas	✓	✓	647,190	148,888	67,572
Utah					
Vermont	✓	✓	14,182	1,081	1,573
Virginia	✓	✓	93,209*	5,966	13,612
Washington	✓	✓	158,831	6,205	11,106
West Virginia	¹³	¹³	41,401	6,855	7,590
Wisconsin			139,001	14,197	16,876 ¹
Wyoming	✓	✓ ¹⁴	12,379	2,100	1,757
Total	36	26			

Source: U.S. Department of Health and Human Services (2002b); U.S. Census Bureau (2000).

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Virginia) and the District of Columbia require enrollment in either half- or full-day kindergarten programs.

While most states do not require school attendance until age 6, they all fund full- or half-day kindergarten programs—93 percent of the nation's 3.5 million 5-year-olds attend kindergarten for at least a half-day, and 56 percent attend full-day kindergarten programs (NCES, 2001b).

Quality of States' Early Childhood Programs

Program quality also varies by state. We found that:

- Eight states and the District of Columbia require all early childhood teachers to have a bachelor's degree and all early childhood workers to have a child development associate (CDA) credential or equivalent.
- Eight states pay early childhood teachers a salary comparable to the state's K-12 teachers.
- Twenty-eight states require a 1-to-10 adult/child ratio in all preschool program settings.
- Fourteen states have school readiness standards and require programs to use them.

The high number of states that have school readiness standards for their programs may demonstrate states' growing awareness of the importance of early learning.⁴⁰ We also are encouraged that all states with state-funded programs implement program licensing, monitoring activities, and comprehensive services to some degree.

Does the state require lead early childhood teachers in all settings to have a bachelor's degree?

As Table 6 indicates:

- Thirty-two states and the District of Columbia require a bachelor's degree for lead early childhood teachers. In comparison, all states require a bachelor's degree for kindergarten teachers.
- Fifteen of these states and the District of Columbia require a bachelor's degree with early childhood education certification in all settings. Ten additional states require a bachelor's degree with early childhood certification only in certain settings.

Does the state require early childhood workers in all settings to have a child development associate's credential, an associate of arts degree, or the equivalent?

As Table 6 indicates:

- Seventeen states and the District of Columbia require early childhood workers to have a child development associate credential, an associate of arts degree, or the equivalent.
- Eight states (Alabama, Arkansas, Illinois, Kansas, Nebraska, Rhode Island, Tennessee, and Washington) and the District of Columbia require their early childhood teachers to have a bachelor's degree and their early childhood workers to have at least a CDA or the equivalent, regardless of where they work.

(Text continues on page 27)

Footnotes for Table 4

*Responses do not apply to Head Start unless Head Start is the only program provided at the state level. Head Start enrollment priority is based on low income; however, 10 percent of the Head Start slots must be reserved for children with disabilities.

*The number of preschool-age children only includes 3- and 4-year-olds, except where the state program(s) only cover(s) 4-year-olds. The figure for those state program(s) that only cover 4-year-olds is noted with an *.

*This figure applies only to Head Start count.

*This figure includes additional children covered by the state's Head Start supplementary funds.

*In Iowa, low-income children have enrollment priority only in the Shared Visions Preschool program. The other two state-funded programs use local and special education eligibility guidelines.

*In Iowa, children with other risk factors have enrollment priority only in the Shared Visions Preschool program. The other two state-funded programs use local and special education eligibility guidelines.

*This figure does not include the Iowa Community Empowerment Initiative. The total number of children served under this program is not available.

*In New Jersey, children in all low-income districts have enrollment priority, regardless of individual family income.

*In New York, low-income children have enrollment priority only in the Experimental Prekindergarten program.

*In North Carolina, low-income children have enrollment priority only in the More at Four program.

*In North Carolina, children with other risk factors have enrollment priority only in the More at Four program.

*The number of children served in North Carolina only includes the children participating in the More at Four program. Data for an exact number of children served by the larger Smart Start initiative are imprecise since the initiative covers a wide range of services, including prekindergarten, child care subsidies, parent education, and health screenings; and children served by multiple services may be counted more than once in state estimates. During 2000-01, the state estimates of children served by Smart Start services ranged from 8,000 to 100,000.

*In West Virginia, enrollment priority for low-income children and children with other risk factors is decided locally.

*In Wyoming, children with other risk factors have enrollment priority only in the Developmental Preschool program.

TABLE 5
States that Fund Kindergarten and Require Enrollment

State	State funds half-day	State funds full-day	State requires enrollment
Alabama	✓	✓	
Alaska	✓	✓	
Arizona	✓		
Arkansas		✓	✓
California	✓	✓	
Colorado	✓	✓	
Connecticut	✓	✓	✓
Delaware	✓		✓
District of Columbia		✓	✓
Florida	✓	✓	
Georgia		✓	
Hawaii		✓	
Idaho	✓	✓	
Illinois	✓	✓	
Indiana	✓	✓	
Iowa	✓	✓	
Kansas	✓		
Kentucky	✓		
Louisiana		✓	✓
Maine	✓	✓	
Maryland	✓	✓	✓
Massachusetts	✓	✓	
Michigan	✓	✓	
Minnesota	✓	✓	
Mississippi	✓	✓	
Missouri	✓	✓	
Montana	✓	✓	
Nebraska	✓	✓	
Nevada	✓	✓	
New Hampshire	✓	✓	
New Jersey	✓	✓	
New Mexico	✓	✓	
New York	✓	✓	
North Carolina		✓	
North Dakota	✓	✓	
Ohio	✓	✓	✓
Oklahoma	✓	✓	✓
Oregon	✓	✓	
Pennsylvania	✓	✓	
Rhode Island	✓	✓	✓
South Carolina		✓	✓
South Dakota		✓	
Tennessee	✓	✓	✓
Texas	✓	✓	
Utah	✓		
Vermont		✓	
Virginia	✓	✓	✓
Washington	✓	✓	
West Virginia		✓	✓
Wisconsin	✓	✓	
Wyoming	✓	✓	
Total	41	46	13

AT THE STARTING LINE

TABLE 6
Staff Qualifications for Early Childhood Programs¹

State	Bachelor's degree required for lead early childhood teachers	Early childhood workers required to have a CDA or A.A. degree, other state-sponsored certification, or state-mandated higher education requirement ¹
Alabama	✓	✓
Alaska		
Arizona		
Arkansas	✓ ¹	✓
California		
Colorado		
Connecticut		✓
Delaware		
District of Columbia	✓ ¹	✓
Florida	✓ ¹	✓
Georgia		
Hawaii		✓
Idaho		
Illinois	✓ ¹	✓
Indiana		
Iowa	✓ ¹	
Kansas	✓ ¹	✓
Kentucky	✓ ¹	✓
Louisiana	✓ ¹	
Maine	✓ ¹	
Maryland	✓ ¹	
Massachusetts	✓ ¹	✓
Michigan	✓ ¹	✓
Minnesota	✓ ^m	✓
Mississippi		
Missouri	✓ ¹	
Montana		
Nebraska	✓ ¹	✓
Nevada	✓ ¹¹	
New Hampshire		
New Jersey	✓ ¹¹	
New Mexico		
New York	✓	
North Carolina		
North Dakota		
Ohio	✓ ¹	
Oklahoma	✓ ¹	
Oregon	✓ ¹	✓
Pennsylvania	✓	
Rhode Island	✓ ¹	✓ ¹¹
South Carolina	✓ ¹	
South Dakota		
Tennessee	✓ ¹	✓
Texas	✓ ¹	
Utah		
Vermont	✓ ¹	✓
Virginia	✓ ¹	
Washington	✓ ¹	✓
West Virginia	✓	
Wisconsin	✓ ¹	
Wyoming	✓ ¹¹	
Total	33	18

TABLE 7
Salaries of Staff Who Teach in Early Childhood Programs¹

State	Average annual salary for all kindergarten teachers in the state	Average annual salary for all early childhood teachers in the state	Average annual salary for all early childhood workers in the state
Alabama	\$32,400	\$15,140 ²	\$13,640 ²
Alaska	\$49,690	\$23,380	\$17,970
Arizona	\$35,370	\$16,420	\$14,390
Arkansas	\$31,500	\$16,600 ²	\$13,150 ²
California	\$41,490	\$21,130	\$17,420
Colorado	\$35,480	\$18,780	\$15,060
Connecticut	\$46,100	\$22,990	\$17,710
Delaware	\$44,435	\$18,230	\$15,060
District of Columbia	\$36,770	\$25,570	\$22,090
Florida	\$34,230	\$17,270	\$14,460
Georgia	\$35,090	\$20,060	\$13,950
Hawaii	\$29,920	\$21,680	\$14,500
Idaho	\$23,590	\$16,430	\$13,520
Illinois	\$36,380	\$20,080	\$18,210
Indiana	\$40,430	\$17,760	\$14,780
Iowa	\$29,370	\$16,980	\$14,100
Kansas	\$29,820	\$18,920	\$14,310
Kentucky	\$33,930	\$18,470	\$13,490
Louisiana	\$34,950	\$17,880	\$13,280
Maine	\$34,140	\$18,650	\$16,230
Maryland	\$36,510	\$23,500	\$16,570
Massachusetts	\$40,110	\$23,650 ³	\$18,640
Michigan	\$39,200	\$23,370	\$16,090
Minnesota	\$38,600	\$23,750	\$18,780
Mississippi			
Missouri	\$31,570	\$17,740	\$14,610
Montana			
Nebraska	\$30,170	\$17,330 ²	\$13,880
Nevada	\$43,083	\$18,260 ⁴	\$14,710
New Hampshire	\$25,990	\$19,420	\$15,900
New Jersey	\$45,110	\$22,080 ³	\$16,320 ³
New Mexico	\$33,720	\$16,680	\$13,730
New York	\$44,930	\$22,070	\$17,400
North Carolina	\$32,650	\$17,670	\$14,460
North Dakota	\$25,420	\$20,248	\$13,450
Ohio	\$37,400	\$18,500	\$15,370
Oklahoma	\$27,810	\$15,710 ⁶	\$13,690 ⁶
Oregon	\$36,690	\$18,990	\$15,470
Pennsylvania	\$39,610	\$19,090	\$15,710
Rhode Island	\$42,040	\$22,720	\$16,820
South Carolina	\$33,540	\$19,360	\$13,460
South Dakota			
Tennessee	\$31,750	\$15,380 ²	\$13,410
Texas	\$34,510	\$17,520	\$13,820
Utah			
Vermont	\$34,660	\$22,260	\$15,670
Virginia	\$33,090	\$19,190	\$14,640
Washington	\$35,960	\$20,370	\$16,350
West Virginia	\$34,620	\$18,850	\$13,400
Wisconsin	\$35,460	\$18,840	\$15,290
Wyoming	\$30,800	\$15,789	\$13,200
Average	\$36,770	\$19,610	\$15,430

Source: U.S. Department of Labor, Bureau of Labor Statistics (2000).

TABLE 8
Adult/Child Ratios for Early Childhood Education Programs

State	One teacher or early childhood worker for every 10 children or fewer required
Alabama	✓
Alaska	✓
Arizona	
Arkansas	✓
California	✓
Colorado	✓
Connecticut	✓
Delaware	✓
District of Columbia	
Florida	✓
Georgia	✓ ¹
Hawaii	
Idaho	✓
Illinois	✓
Indiana	✓
Iowa	✓ ²
Kansas	
Kentucky	✓
Louisiana	³
Maine	³
Maryland	✓
Massachusetts	✓
Michigan	✓
Minnesota	✓
Mississippi	
Missouri	✓
Montana	
Nebraska	✓
Nevada	
New Hampshire	✓
New Jersey	✓ ¹
New Mexico	
New York	✓
North Carolina	✓ ²
North Dakota	✓
Ohio	
Oklahoma	✓
Oregon	✓
Pennsylvania	
Rhode Island	³
South Carolina	✓
South Dakota	
Tennessee	✓
Texas	
Utah	
Vermont	✓
Virginia	✓
Washington	✓
West Virginia	✓
Wisconsin	³
Wyoming	✓
Total	34

Footnotes for Table 6

¹Responses do not apply to Head Start unless Head Start is the only program provided at the state level. A mandate in the Head Start Act (Oct. 27, 1998) requires that by Sept. 30, 2003, at least half of all Head Start teachers in center-based programs must have an associate's (A.A.), bachelor's (B.A.), or advanced degree in Early Childhood Education (ECE), or a degree in a related field with preschool teaching experience. If a classroom in a center-based program does not have a teacher with a degree in early childhood education or a related field with experience in teaching preschool children, the teacher must have a child development associate (CDA) credential or a state-awarded certificate for preschool teachers that meets or exceeds the requirements of a CDA credential.

²Early childhood workers include: assistant teacher; teacher aide; early childhood worker; child care worker; paraprofessional; associate preschool teacher, etc.

³B.A. degree with ECE certification required.

⁴Delaware requires lead teachers to have at least a CDA credential.

⁵Florida requires a B.A. degree only if the program is school-based or in the Migrant Prekindergarten program.

⁶Iowa's Shared Visions Preschool program requires a B.A. degree with ECE certification only if the program is school-based. Iowa's Early Childhood Special Education Services program requires a B.A. degree with an early childhood special education license.

⁷Kentucky requires a B.A. degree with ECE certification only if the teacher works unsupervised.

⁸Massachusetts requires a B.A. degree only if the program is school-based.

⁹B.A. degree with ECE certification required only if the program is school-based.

¹⁰Minnesota requires a B.A. degree with ECE certification and/or Parenting Certification only if the program is school-based.

¹¹Nevada requires a B.A. degree with ECE certification only if the program is funded by the state's Early Childhood Education Comprehensive Plan.

¹²New Jersey requires a B.A. degree only if the program is funded by the State Department of Education; all 132 participating districts require a B.A.

¹³Rhode Island requires early childhood workers to have a B.A. degree with ECE certification.

¹⁴Wyoming requires a B.A. degree only for the Developmental Preschool program and state-funded prekindergarten programs for at-risk TANF-eligible children.

Footnotes for Table 7

¹Salaries reported in each category are not disaggregated by the Bureau of Labor Statistics; they apply to all teachers, early childhood teachers, and early childhood workers working in all settings (public and private) in the state.

²Salaries of early childhood teachers and/or workers in state-funded program(s) are higher and on the same scale as the public K-12 system.

³In Massachusetts, salaries of early childhood teachers and/or workers in state-funded programs are higher and on the same scale as the public K-12 system only for early childhood teachers working in public school preschool programs.

⁴In Nevada, salaries of early childhood teachers and/or workers in state-funded programs are higher and on the same scale as the public K-12 system only for early childhood teachers working in school districts or in programs funded by the Early Childhood Education Comprehensive Plan.

⁵In New Jersey, salaries of early childhood teachers and/or workers in state-funded programs are higher and on the same scale as the public K-12 system only for early childhood teachers and workers working in the 132 participating districts funded by the state Department of Education.

⁶In Oklahoma, salaries of early childhood teachers in state-funded programs are higher than reported here and are on the same scale as the public K-12 system. Salaries of early childhood workers may or may not be higher than reported here; salaries are on par with each district's local K-12 salaries.

Footnotes for Table 8

¹Georgia requires one teacher or early childhood worker for every 10 children or fewer only for public providers.

²Iowa requires one teacher or early childhood worker for every 10 children or fewer only for the Shared Visions Preschool program and the Early Childhood Special Education services.

³Recommended.

⁴New Jersey requires one teacher or early childhood worker for every 10 children or fewer only for programs in Abbott Districts.

⁵North Carolina requires one teacher or early childhood worker for every 10 children or fewer only for the More at Four program.

TABLE 9

Program Accreditation and Standards¹

State	State requires NAEYC accreditation	State has school readiness standards for ECE programs	State requires programs to use school readiness standards	Early language and literacy standards for ECE	Early math and numeracy standards for ECE	Early social and emotional competence standards for ECE	Motor readiness skills and physical abilities standards for ECE
Alabama		✓	✓	✓	✓	✓	✓
Alaska		✓	✓	✓	✓	✓	✓
Arizona	✓	✓	✓	✓	✓	✓	✓
Arkansas	✓ ¹	✓	✓	✓	✓	✓	✓
California		✓	✓	✓	✓	✓	✓
Colorado		✓	✓	✓	✓	✓	✓
Connecticut	✓ ¹	✓	✓	✓	✓	✓	✓
Delaware		✓	✓	✓	✓	✓	✓
District of Columbia		✓		✓	✓	✓	✓
Florida		✓		✓	✓	✓	✓
Georgia		✓	✓	✓	✓	✓	✓
Hawaii							
Idaho		✓	✓	✓	✓	✓	✓
Illinois		✓		✓	✓	✓	✓
Indiana		✓	✓	✓	✓	✓	✓
Iowa	✓ ¹						
Kansas							
Kentucky		✓		✓	✓	✓	✓
Louisiana		✓		✓	✓	✓	✓
Maine							
Maryland		✓	✓	✓	✓	✓	✓
Massachusetts	✓	✓		✓	✓	✓	✓
Michigan		✓	✓	✓	✓	✓	✓
Minnesota		✓	✓ ¹	✓	✓	✓	✓
Mississippi							
Missouri	✓	✓		✓	✓	✓	✓
Montana							
Nebraska	✓	✓	✓				
Nevada							
New Hampshire		✓	✓	✓	✓	✓	✓
New Jersey		✓	✓	✓	✓	✓	✓
New Mexico		✓		✓	✓	✓	✓
New York		✓		✓	✓	✓	✓
North Carolina		✓ ¹⁰		✓ ¹⁰	✓ ¹⁰	✓ ¹⁰	✓ ¹⁰
North Dakota		✓	✓	✓	✓	✓	✓
Ohio		✓	✓	✓	✓	✓	✓
Oklahoma		✓	✓	✓	✓	✓	✓
Oregon		✓		✓	✓	✓	✓
Pennsylvania							
Rhode Island		✓		✓	✓	✓	✓
South Carolina		✓		✓	✓	✓	✓
South Dakota							
Tennessee		✓		✓	✓	✓	✓
Texas		✓		✓	✓	✓	✓
Utah							
Vermont		✓		✓	✓	✓	✓
Virginia		✓	✓	✓	✓	✓	✓
Washington		✓	✓	✓	✓	✓	✓
West Virginia		✓		✓	✓	✓	✓
Wisconsin		✓	✓	✓	✓	✓	✓
Wyoming		✓	✓	✓	✓	✓	✓
Total	7	36	15	35	34	33	33

AT THE STARTING LINE

- Only Rhode Island requires all teachers and early childhood workers to have a bachelor's degree. This requirement is the most rigorous in the nation.

What are the average annual salaries of early childhood teachers and workers in the state?

The average national salary is \$19,610 for all early childhood teachers and \$15,430 for all early childhood workers. By comparison, the national average salary for all kindergarten teachers is \$36,770. Table 7 shows that:

- Alaska, the District of Columbia, Maryland, Massachusetts, Michigan, and Minnesota have the highest paid early childhood teachers.
- The highest paid early childhood workers are in Alaska, California, Connecticut, the District of Columbia, Illinois, Massachusetts, Minnesota, and New York. Early childhood workers in each of these states earn an annual salary of at least \$17,400, with the highest salary of \$22,090 being in the District of Columbia.
- Eight states (Alabama, Arkansas, Massachusetts, Nebraska, Nevada, New Jersey, Oklahoma, and Tennessee) reported that salaries for early childhood teachers who work in the state-funded early childhood education programs are on the same salary scale as the state's K-12 teachers.

Do states require national program accreditation?

All states periodically license or monitor program providers (primarily to make sure they are complying with health and safety standards), although in some cases monitoring and licensure may be a local responsibility. Some states go further and require program accreditation. As Table 9 indicates:

- In seven states (Arizona, Arkansas, Connecticut, Iowa, Massachusetts, Missouri, and Nebraska) at least one state-funded program is accredited by the National Association for the Education of Young Children (NAEYC).

Do state programs have school readiness standards?

As Table 9 indicates:

- Thirty-five states and the District of Columbia have school readiness standards for early childhood education programs.
- Thirty-four of these states and the District of Columbia have standards in early language and literacy; 33 states and the District of Columbia have standards in early math and numeracy; and 32 states and the District of Columbia have standards in social-emotional competence, motor readiness skills, and physical abilities.

Do states require programs to use school readiness standards?

As Table 9 indicates:

- Fifteen states require programs to use readiness standards.

Do states require one teacher or worker for every 10 or fewer children in all preschool programs?

As Table 8 indicates:

- Thirty-four states require one early childhood teacher or early childhood worker for every 10 or fewer children, although restrictions in some states apply.
- Four other states recommend a 1-to-10 ratio.

Footnotes for Table 9

*Responses do not apply to Head Start unless Head Start is the only program provided at the state level.

*Not applicable because state's main program is Head Start, and implementation of standards is required by the federal government, not by the state.

*Arkansas requires its programs to meet other accreditation standards, but NAEYC accreditation is accepted.

*Connecticut requires NAEYC accreditation only for the School Readiness program.

*Delaware has not yet developed its own school readiness standards for children, but requires providers of the Early Childhood Assistance program to implement the federal Head Start Performance Standards for general program guidance.

*Iowa requires NAEYC accreditation only for the Shared Visions Preschool program.

*Standards in these areas are under development.

*In Minnesota, programs may use standards developed by the school district.

*Nebraska has not yet developed its own school readiness standards for children, but requires providers of the Early Childhood programs to implement NAEYC standards for general program guidance.

*In North Carolina, only the More at Four program has state school readiness standards.

*Virginia's standards for early childhood education programs are under development for Fall 2002.



CHAPTER IV:

Recommendations

In recent years, states have made progress in their preschool initiatives, but much more work lies ahead. Too many children still do not have access to the caliber of early education necessary for the start they need to become successful in school. The AFT calls for state and federal cooperation to ensure that high-quality early childhood education is available to all who want it. By steadily increasing access and quality, states can build the early childhood education system our children need and deserve.

The nation's challenge is to find the public will to provide high-quality programs with the necessary funding, especially for children who are vulnerable because of poverty and other risk factors.

States need to make preschool available to all 3- and 4-year-olds, beginning with disadvantaged children.

Although most states provide funds for early childhood education programs, only a fraction of children have access to these programs. To ensure universal access, states must make considerable investments to expand access and make early childhood education programs available to all 3- and 4-year-olds. In addition, states must work to ensure that the patchwork of early childhood education efforts is well-coordinated to maximize the outreach potential of various program providers. To achieve that goal, states must identify and minimize duplication, overlaps, and gaps in services among the various different providers. Full public funding must extend first to low-income children and children with

other risk factors because they are often the children with the greatest need for school readiness.

States need to guarantee full-day kindergarten for all families who want to participate.

Extending kindergarten to a full school day for children of all families who want it is key to establishing and reinforcing school readiness. Research confirms that children enrolled in full-day kindergarten achieve greater gains in early language and literacy when compared to children enrolled in only half-day programs.²¹ Full-day kindergarten is particularly advantageous for children from low-income backgrounds. Further, children in full-day kindergarten programs are more likely to acquire higher cognitive knowledge and skills. As part of moving forward, states should consider implementing the Kindergarten-Plus program advocated by the AFT.

States need to coordinate the administration of their programs.

When states have several programs; varying eligibility requirements, policies, and goals; and multiple agencies in charge of administration, it often is difficult for families and others interested in early childhood education to gain a clear picture of what is available, how it is delivered, and who is eligible for it. Coordination is needed, and it will require establishing straightforward policies that do not create different or overlapping sets of guidelines for various programs. States should con-

The AFT calls for state and federal cooperation to ensure that high-quality early childhood education is available to all who want it.

sider consolidating the administration of all their early childhood programs within one overall state initiative or agency.

States need to require higher levels of formal education, training, and compensation for all teachers and staff.

To ensure that all children have the benefit of a well-qualified teacher, states that restrict the B.A. requirement to school-based programs need to extend it to all early childhood education teachers working in all settings. Early childhood teachers and early childhood workers must be afforded opportunities for further training, ongoing professional development, and the wherewithal to seek formal studies or certification. States that require all preschool teachers in all settings to have the same levels of higher education as kindergarten teachers must eliminate the salary gaps, where they exist. Formal levels of education, specialized training, and compensation rates all must increase.

States need to raise the overall quality of their programs.

Most state and agency monitoring of early childhood programs currently focuses on compliance with health and safety regulations. Monitoring generally does not extend to professional standards of quality—standards related to early learning, qualified staff, comprehensive services, and optimal social environments for children. Programs that seek national accreditation, such as that offered by the National Association for the Education of Young Children, are held to high-quality standards across all program components. States may also consider implementing a financial incentive program and a more comprehensive accountability system for programs that meet higher quality standards.

States need to require and enforce standards for all programs.

It is not enough for states merely to have standards. They also must require that all programs use those standards, especially when a significant percentage of children do not have the school readiness skills needed for

future success. Obliging publicly funded programs to meet school readiness standards would create coherence among programs, establish early learning and development as a clear priority, and promote the spread of high-quality practices.

Conclusion

No state has put together all of the components needed to ensure a coherent, comprehensive, high-quality early childhood program for all children. However, some states are well on their way to establishing high-quality early childhood education systems. Other states can and should look to them for guidance and help. States also can study the systems and approaches of other high-achieving industrialized countries, where high-quality, universal preschool is much more widely available than in the United States.

Because the overall intent of this first AFT report is to provide a broad overview of state-funded early childhood efforts, we have chosen not to evaluate states on specific levels of program quality, effectiveness of implementation, program particulars, or other more exact indicators of access and quality. However, some of the states with promising early childhood education initiatives for preschoolers are the District of Columbia, Georgia, New York, and Oklahoma. These states are making progress in implementing universally accessible early childhood programs that address school readiness by:

- Providing or making determined plans to provide programs to every family who wants its 3- and/or 4-year-old child enrolled;
- Having school readiness standards for their state-funded programs;
- Enacting comprehensive legislation that addresses multiple features of a high-quality, universally accessible system.

We know the importance of early childhood education to academic and developmental success. To ensure that no child is left behind, we must ensure that no child starts behind and that all children have full access to high-quality early childhood education programs.

CHAPTER V: State Review Pages

This section presents a detailed, state-by-state account of efforts to provide early childhood education programs. The analysis of each state is based on the criteria identified in Chapter 2: Judging State Policies: Efforts To Implement Accessible, High-Quality Early Childhood Education Programs. While we collected other relevant data, our review in

these state pages reflects only these select features of access and quality. Moreover, to be included in this analysis, a state-administered preschool program had to serve 3- and/or 4-year olds and have early education or school readiness as a stated goal.¹ The analysis presented here is based on state policy efforts as of Summer 2002.



¹These data do not include information about Head Start, unless Head Start is the only state-funded program.

AMERICAN FEDERATION OF TEACHERS

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ALABAMA

State-funded Preschool Program(s) Reviewed:

■ Office of School Readiness Pre-Kindergarten Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	○
Percentage Served by State-funded Program(s) ¹	2%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	●
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	● ²

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Salaries of early childhood teachers and/or workers in state-funded programs are higher and on the same scale as the public K-12 system.

AT THE STARTING LINE

ALASKA

State-funded Preschool Program(s) Reviewed:

■ Alaska Head Start Program

	● YES ○ NO
ACCESS	
ACCESS TO KINDERGARTEN	
State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○
ACCESS TO PRESCHOOL PROGRAMS	
4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s)	(only Head Start count applies)
ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS	
Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○
QUALITY	
QUALIFICATIONS AND SALARIES OF STAFF	
Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○
CLASS SIZE	
One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
PROGRAM ACCREDITATION	
National Accreditation Required	○
SCHOOL READINESS STANDARDS	
Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	'

*The state's main program is Head Start, and implementation of standards is required by the federal government, not by the state.

ARIZONA

State-funded Preschool Program(s) Reviewed:

■ Early Childhood State Block Grant

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	○
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s)	2%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	●
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

*The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

ARKANSAS

State-funded Preschool Program(s) Reviewed:

- Arkansas Better Chance
- Home Instruction Program for Preschool Youngsters

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	11%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	● ³

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	● ⁴
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE Certification.

³Salaries of early childhood teachers and/or workers in state-funded programs are higher and on the same scale as the public K-12 system.

⁴Arkansas requires its programs to meet other accreditation standards, but NAEYC accreditation is accepted.

CALIFORNIA

State-funded Preschool Program(s) Reviewed:

- State Preschool Program
- General Child Care Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

●

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

●

3-year-olds Also Eligible To Participate In State Program(s)

●

Percentage Served by State-funded Program(s)¹

15%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

●

Enrollment Priority for Children with Other Risk Factors

●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

○

CDA or Equivalent Required for Early Childhood Workers In All Settings

○

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

●

PROGRAM ACCREDITATION

National Accreditation Required

○

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

●

Programs Required To Use School Readiness Standards

●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

COLORADO

State-funded Preschool Program(s) Reviewed:

- Colorado Preschool Program
- Early Childhood Connections

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s) ¹	9%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

¹With qualifying risk factors.

CONNECTICUT

State-funded Preschool Program(s) Reviewed:

- School Readiness and Child Care Initiative Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

●

State Requires Enrollment

●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

●

3-year-olds Also Eligible To Participate In State Program(s)

●

Percentage Served by State-funded Program(s)¹

7%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

●

Enrollment Priority for Children with Other Risk Factors

○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

○

CDA or Equivalent Required for Early Childhood Workers In All Settings

●

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

●

PROGRAM ACCREDITATION

National Accreditation Required

●²

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

●

Programs Required To Use School Readiness Standards

●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²National accreditation is required only for the School Readiness program.

AT THE STARTING LINE

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DELAWARE

State-funded Preschool Program(s) Reviewed:

■ Early Childhood Assistance Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	○
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	○
Percentage Served by State-funded Program(s) ¹	8%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
--	---

PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	³
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Lead teachers required to have at least a CDA.

³Delaware has not yet developed its own school readiness standards for children, but requires providers of the Early Childhood Assistance Program to implement the federal Head Start Performance Standards for general program guidance.

DISTRICT OF COLUMBIA

State-funded Preschool Program(s) Reviewed:

- Public School Prekindergarten Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ²
Percentage Served by State-funded Program(s)	60%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ³
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
--	---

PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start.

³With ECE certification.

AT THE STARTING LINE

40

FLORIDA

State-funded Preschool Program(s) Reviewed:

- Prekindergarten Early Intervention Program (County Partnerships for School Readiness)
- State Migrant Prekindergarten Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	7%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only if program is school-based or in the Migrant Prekindergarten Program.

GEORGIA

State-funded Preschool Program(s) Reviewed:

- Georgia's Pre-K Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s) ¹	53%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	● ²
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start.

³Only for public providers.

AT THE STARTING LINE

HAWAII

State-funded Preschool Program(s) Reviewed:

- Preschool Open Doors Project
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	3%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	○
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

IDAHO

State-funded Preschool Program(s) Reviewed:

- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

●

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

●

3-year-olds Also Eligible To Participate In State Program(s)

●

Percentage Served by State-funded Program(s)

(only Head Start count applies)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

●

Enrollment Priority for Children with Other Risk Factors

○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

○

CDA or Equivalent Required for Early Childhood Workers In All Settings

○

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

●

PROGRAM ACCREDITATION

National Accreditation Required

○

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

●

Programs Required To Use School Readiness Standards

1

¹State's main program is Head Start, and implementation of standards is required by the federal government, not by the state.

AT THE STARTING LINE

44

ILLINOIS

State-funded Preschool Program(s) Reviewed:

- Early Childhood Block Grant
- Illinois Prekindergarten Program
- Preschool Program for At-Risk

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	15%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE Certification

INDIANA

State-funded Preschool Program(s) Reviewed:

- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s)	(only Head Start count applies)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	1

¹State's main program is Head Start, and implementation of standards is required by the federal government, not by the state.

AT THE STARTING LINE

46

IOWA

State-funded Preschool Program(s) Reviewed:

- Shared Visions Preschool
- Iowa Community Empowerment Initiative
- Early Childhood Special Education Services

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	9% ²

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	● ³
Enrollment Priority for Children with Other Risk Factors	● ³

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ⁴
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	● ⁵
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PROGRAM ACCREDITATION

National Accreditation Required	● ⁶
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	○
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Does not include Iowa Community Empowerment Initiative. Total number of children served under this program is not available.

³Only in Shared Visions Preschool; the other two state-funded programs use local and special education eligibility guidelines.

⁴With ECE Certification and only if program is school-based for Shared Visions Preschool; with EC special education license only for Early Childhood Special Education Services.

⁵Only for Shared Visions Preschool and Early Childhood Special Education Services.

⁶Only for Shared Visions Preschool.

AMERICAN FEDERATION OF TEACHERS

KANSAS

State-funded Preschool Program(s) Reviewed:

- Four-Year-Old At-Risk Preschool Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	○
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s) ¹	10%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	○
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start.

³With ECE Certification.

AT THE STARTING LINE

48

KENTUCKY

State-funded Preschool Program(s) Reviewed:

■ Kentucky Preschool Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	○
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s) ¹	15%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Three-year-old children with disabilities.

³With ECE Certification and only if teacher works unsupervised.

⁴Under development.

AMERICAN FEDERATION OF TEACHERS

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LOUISIANA

State-funded Preschool Program(s) Reviewed:

- Louisiana Quality Education Support Fund (the preschool initiatives covered by the fund are the Preschool Block Grant and the Student Enhancement Block Grant)

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	○
Percentage Served by State-funded Program(s) ¹	5%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	³
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	⁴
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE Certification.

³Recommended.

⁴Under development.

AT THE STARTING LINE

50

MAINE

State-funded Preschool Program(s) Reviewed:

- Two-Year Kindergarten
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ²
Percentage Served by State-funded Program(s) ¹	9%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	⁴
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	○
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start.

³With ECE Certification.

⁴Recommended.

MARYLAND

State-funded Preschool Program(s) Reviewed:

- Extended Elementary Education Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ³
Percentage Served by State-funded Program(s) ¹	15%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ³
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start.

³With ECE Certification.

MASSACHUSETTS

State-funded Preschool Program(s) Reviewed:

- Community Partnerships for Children
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	14%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	³

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	●
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year-olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Bachelor's degree required only if program is school-based.

³This is applicable only for early childhood teachers working in public school preschool programs

MICHIGAN

State-funded Preschool Program(s) Reviewed:

■ Michigan School Readiness Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	○
Percentage Served by State-funded Program(s) ¹	19%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year-olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Bachelor's degree required with ECE certification and only if program is school-based.

MINNESOTA

State-funded Preschool Program(s) Reviewed:

- School Readiness
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	29%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	● ³

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year-olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Bachelor's degree required with ECE or Parenting Certification and only if program is school-based.

³Programs may use school district-developed standards

MISSISSIPPI

State-funded Preschool Program(s) Reviewed:

The state does not provide funds for early childhood education programs. The only program available is the federally funded Head Start program.

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

●

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

3-year-olds Also Eligible To Participate In State Program(s)

Percentage Served by State-funded Program(s)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

Enrollment Priority for Children with Other Risk Factors

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

CDA or Equivalent Required for Early Childhood Workers In All Settings

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

PROGRAM ACCREDITATION

National Accreditation Required

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

Programs Required To Use School Readiness Standards

AT THE STARTING LINE

56

MISSOURI

State-funded Preschool Program(s) Reviewed:

■ Missouri Preschool Project

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	4%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	●
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year-olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year-olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification and only if program is school-based.

MONTANA

State-funded Preschool Program(s) Reviewed:

The state does not provide funds for early childhood education programs. The only program available is the federally funded Head Start program.

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

●

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

3-year-olds Also Eligible To Participate In State Program(s)

Percentage Served by State-funded Program(s)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

Enrollment Priority for Children with Other Risk Factors

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

CDA or Equivalent Required for Early Childhood Workers In All Settings

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

PROGRAM ACCREDITATION

National Accreditation Required

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

Programs Required To Use School Readiness Standards

AT THE STARTING LINE

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NEBRASKA

State-funded Preschool Program(s) Reviewed:

■ Early Childhood Programs

	● YES ○ NO
ACCESS	
ACCESS TO KINDERGARTEN	
State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○
ACCESS TO PRESCHOOL PROGRAMS	
4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	1%
ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS	
Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●
QUALITY	
QUALIFICATIONS AND SALARIES OF STAFF	
Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	●
CLASS SIZE	
One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
PROGRAM ACCREDITATION	
National Accreditation Required	●
SCHOOL READINESS STANDARDS	
Programs Have School Readiness Standards	● ³
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification.

³Nebraska has not yet developed its own school readiness standards for children, but requires providers of the Early Childhood Programs to implement NAEYC standards for general program guidance.

NEVADA

State-funded Preschool Program(s) Reviewed:

- Early Childhood Education Comprehensive Plan (*the preschool initiatives covered by the plan are the Comprehensive Prekindergarten Program and the Nevada Early Childhood Education Program*)
- Classroom on Wheels (*receives partial funding from the Early Childhood Education Comprehensive Plan*)

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	3%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	³

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	○
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification and only if the program is funded by the state's Early Childhood Education Comprehensive Plan.

³In Nevada, this is applicable but only for early childhood teachers working in school districts or in programs funded by the Early Childhood Education Comprehensive Plan.

AT THE STARTING LINE

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NEW HAMPSHIRE

State-funded Preschool Program(s) Reviewed:

- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s)	(only Head Start count applies)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	1

*The state's main program is Head Start, and implementation of standards is required by the federal government, not by the state.

NEW JERSEY

State-funded Preschool Program(s) Reviewed:

- Early Childhood Program Aid (the preschool initiatives covered by Early Childhood Program Aid are the preschool programs for the Abbott Districts, Preschool for Four-Year-Olds Program, and state-supplemented Head Start)

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ²
Percentage Served by State-funded Program(s) ¹	17%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	● ³
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ⁴
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	⁵

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	● ⁶
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Abbott Districts and some other non-Abbott programs.

³Children in all low-income districts have enrollment priority, regardless of individual family income.

⁴Only if program is funded by the State Department of Education; all 132 participating districts require a B.A.

⁵In New Jersey, this is applicable only for early childhood teachers and workers working in the 132 participating districts funded by the Department of Education.

⁶Only for programs in Abbott Districts.

AT THE STARTING LINE

NEW MEXICO

State-funded Preschool Program(s) Reviewed:

- Child Development Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	3%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

NEW YORK

State-funded Preschool Program(s) Reviewed:

- Universal Prekindergarten
- Experimental Prekindergarten

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s) ¹	14%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	● ²
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	●
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Experimental Prekindergarten program.

NORTH CAROLINA

State-funded Preschool Program(s) Reviewed:

- Smart Start
- More at Four
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ²
Percentage Served by State-funded Program(s) ¹	1% ³

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	● ⁴
Enrollment Priority for Children with Other Risk Factors	● ⁴

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	○
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	● ⁴
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	● ⁴
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Smart Start and Head Start programs.

³The percentage of children served in North Carolina only includes the children participating in the More at Four program. Data for an exact number of children served by the larger Smart Start initiative are imprecise since the initiative covers a wide range of services, including prekindergarten, child care subsidies, parent education, and health screenings; and children served by multiple services may be counted more than once in state estimates. During 2000-01, the state estimates of children served by Smart Start services ranged from 8,000 to 100,000.

⁴Only in More at Four.

AMERICAN FEDERATION OF TEACHERS

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NORTH DAKOTA

State-funded Preschool Program(s) Reviewed:

- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

●

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

●

3-year-olds Also Eligible To Participate In State Program(s)

●

Percentage Served by State-funded Program(s)

(only Head Start count applies)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

●

Enrollment Priority for Children with Other Risk Factors

○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

○

CDA or Equivalent Required for Early Childhood Workers In All Settings

○

Salaries of Lead Early Childhood Teachers In All Settings Are Higher
than Statewide Average and Comparable To K-12 Salaries

○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

●

PROGRAM ACCREDITATION

National Accreditation Required

○

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

●

Programs Required To Use School Readiness Standards

1

¹State's main program is Head Start, and implementation of standards is required by the federal government, not by the state.

AT THE STARTING LINE

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OHIO

State-funded Preschool Program(s) Reviewed:

- Public School Preschool
- State-Funded Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	3%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification.

OKLAHOMA

State-funded Preschool Program(s) Reviewed:

- Early Childhood Four-Year-Old Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s)	55%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	●

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start or in special education services.

³With ECE certification.

OREGON

State-funded Preschool Program(s) Reviewed:

■ Oregon Head Start Prekindergarten

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	4%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only if program is school-based.

PENNSYLVANIA

State-funded Preschool Program(s) Reviewed:

- Education Aid for Kindergarten for Four-Year-Olds

	● YES ○ NO
ACCESS	
ACCESS TO KINDERGARTEN	
State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○
ACCESS TO PRESCHOOL PROGRAMS	
4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	○
Percentage Served by State-funded Program(s)	2%
ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS	
Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○
QUALITY	
QUALIFICATIONS AND SALARIES OF STAFF	
Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	●
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○
CLASS SIZE	
One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
PROGRAM ACCREDITATION	
National Accreditation Required	○
SCHOOL READINESS STANDARDS	
Programs Have School Readiness Standards	○
Programs Required To Use School Readiness Standards	○

The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible

RHODE ISLAND

State-funded Preschool Program(s) Reviewed:

- Early Childhood Investment Fund
- Starting Right
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	1%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	● ³
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	⁴
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification.

³A bachelor's degree with ECE certification required.

⁴Recommended.

SOUTH CAROLINA

State-funded Preschool Program(s) Reviewed:

- Early Childhood Program
- First Steps

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ²
Percentage Served by State-funded Program(s) ¹	15%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Early Childhood Program.

³With ECE certification.

AT THE STARTING LINE

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SOUTH DAKOTA

State-funded Preschool Program(s) Reviewed:

The state does not provide funds for early childhood education programs. The only program available is the federally funded Head Start program.

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

○

State Funds Full-day

●

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

3-year-olds Also Eligible To Participate In State Program(s)

Percentage Served by State-funded Program(s)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

Enrollment Priority for Children with Other Risk Factors

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

CDA or Equivalent Required for Early Childhood Workers In All Settings

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

PROGRAM ACCREDITATION

National Accreditation Required

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

Programs Required To Use School Readiness Standards

TENNESSEE

State-funded Preschool Program(s) Reviewed:

■ Tennessee Early Childhood Education Pilot Program

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	2%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	●

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification.

TEXAS

State-funded Preschool Program(s) Reviewed:

- Public School Prekindergarten
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	23%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	○
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification.

UTAH

State-funded Preschool Program(s) Reviewed:

The state does not provide funds for early childhood education programs. The only program available is the federally funded Head Start program.

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day

●

State Funds Full-day

○

State Requires Enrollment

○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate

3-year-olds Also Eligible To Participate In State Program(s)

Percentage Served by State-funded Program(s)

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children

Enrollment Priority for Children with Other Risk Factors

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings

CDA or Equivalent Required for Early Childhood Workers In All Settings

Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings

PROGRAM ACCREDITATION

National Accreditation Required

SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards

Programs Required To Use School Readiness Standards

AT THE STARTING LINE

76

VERMONT

State-funded Preschool Program(s) Reviewed:

■ Early Education Initiative

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	8%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification and only if program is school-based.

VIRGINIA

State-funded Preschool Program(s) Reviewed:

■ Virginia Preschool Initiative

	● YES ○ NO
ACCESS	
ACCESS TO KINDERGARTEN	
State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	●
ACCESS TO PRESCHOOL PROGRAMS	
4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	○
Percentage Served by State-funded Program(s) ¹	6%
ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS	
Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●
QUALITY	
QUALIFICATIONS AND SALARIES OF STAFF	
Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○
CLASS SIZE	
One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
PROGRAM ACCREDITATION	
National Accreditation Required	○
SCHOOL READINESS STANDARDS	
Programs Have School Readiness Standards	● ³
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²With ECE certification and only if program is school-based.

³Under development for Fall 2002.

AT THE STARTING LINE

78

WASHINGTON

State-funded Preschool Program(s) Reviewed:

- Early Childhood Education and Assistance Program
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	4%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	●

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ¹
CDA or Equivalent Required for Early Childhood Workers In All Settings	●
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

¹With ECE certification.

WEST VIRGINIA

State-funded Preschool Program(s) Reviewed:

- Public School Early Childhood Education

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	○
State Funds Full-day	●
State Requires Enrollment	●

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	17%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	²
Enrollment Priority for Children with Other Risk Factors	²

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	●
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	³
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Locally decided.

³Under development.

AT THE STARTING LINE

WISCONSIN

State-funded Preschool Program(s) Reviewed:

- Four-Year-Old Kindergarten
- State-Supplemented Head Start

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	● ¹
Percentage Served by State-funded Program(s) ¹	20%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	○
Enrollment Priority for Children with Other Risk Factors	○

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ²
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	⁴
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	○

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Head Start.

³With ECE certification.

⁴Recommended.

WYOMING

State-funded Preschool Program(s) Reviewed:

- Developmental Preschool
- State-funded PreK Programs for At-Risk TANF-Eligible Children

● YES
○ NO

ACCESS

ACCESS TO KINDERGARTEN

State Funds Half-day	●
State Funds Full-day	●
State Requires Enrollment	○

ACCESS TO PRESCHOOL PROGRAMS

4-year-olds Eligible To Participate	●
3-year-olds Also Eligible To Participate In State Program(s)	●
Percentage Served by State-funded Program(s) ¹	17%

ENROLLMENT PRIORITY FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS

Enrollment Priority for Low-income Children	●
Enrollment Priority for Children with Other Risk Factors	● ²

QUALITY

QUALIFICATIONS AND SALARIES OF STAFF

Bachelor's Degree Required for Lead Early Childhood Teachers In All Settings	● ³
CDA or Equivalent Required for Early Childhood Workers In All Settings	○
Salaries of Lead Early Childhood Teachers In All Settings Are Higher than Statewide Average and Comparable To K-12 Salaries	○

CLASS SIZE

One Teacher or Worker for Every 10 Children or Fewer In All Settings	●
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PROGRAM ACCREDITATION

National Accreditation Required	○
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SCHOOL READINESS STANDARDS

Programs Have School Readiness Standards	●
Programs Required To Use School Readiness Standards	●

¹The percentages in the state data pages are calculated based on the total number of 3- and/or 4-year olds in the state since we wanted to offer an overall picture of how many 3- and/or 4-year olds have access to the state-funded program. However, we are aware that in some cases these percentages may not reflect exactly how many children are served because the percentage reported is not solely based on children who are eligible.

²Only in Developmental Preschool.

³Wyoming requires a B.A. degree only for the Developmental Preschool program and state-funded prekindergarten programs for at-risk TANF-eligible children.

Endnotes

¹Gomby, et al., 1995; National Institute of Child Health and Human Development (NICHD), 1998; National Research Council (NRC), 1998; NRC, 2000a; NRC, 2000b; Yoshikawa, 1995.

²The pivotal early childhood studies include: the *Perry Preschool Study*; the *Abecedarian Project*; the *Chicago Longitudinal Study*; and the *Cost, Quality, and Child Outcomes Study*.

³Children's Defense Fund, 2002; Schulman, et al., 1999.

⁴Schulman, et al., 1999.

⁵NCES, 2001b.

⁶Carnegie Task Force, 1994; NCES, 2001b.

⁷Lee and Burkam, 2002.

⁸NCES, 2000a; Coley, 2002; Lee and Burkam, 2002.

⁹NCES, 2000a; NCES, 2001b; Lee and Burkam, 2002.

¹⁰"Disadvantaged" means low socioeconomic status (SES)—that is, having a variety of risk factors, such as being poor, having a parent or parents who have not finished high school, and/or are not proficient in English.

¹¹NCES, 2000a; NCES, 2001b.

¹²The Urban Institute, 1999.

¹³These estimates come from the following organizations or agencies: the Organization for Economic Cooperation and Development, the Council for Economic Development, and the Urban Institute.

¹⁴The Urban Institute, 1999; Children's Defense Fund, 2002.

¹⁵The Quality 2000 Initiative, 2000.

¹⁶Committee for Economic Development, 2002.

¹⁷Barnett and Masse, 2001.

¹⁸NRC, 2000a.

¹⁹NRC, 2000a.

²⁰U.S. Department of Labor, Bureau of Labor Statistics (USDOL/BLS), 2000.

²¹This report does not attempt to provide a comprehensive list of all desired program features.

²²Lee and Burkam, 2002; NRC, 2000a; NCES, 2000a.

²³The Urban Institute, 2000.

²⁴NRC, 2000a; NRC, 2000b.

²⁵Nielsen and Cooper-Martin, 2002; Del Gaudio Weiss and Offenber, 2002. These data confirm findings from the National Center for Education Statistics (NCES).

²⁶NRC, 1998; NRC, 2000a.

²⁷In places where salaries are high, as in New York, there are larger numbers of fully qualified teachers.

²⁸Gomby, et al., 1995; NAEYC, 1999; *Education Week's Quality Counts*, 2002.

²⁹NRC, 2000a; NRC, 2000b.

³⁰This applies only to New York's Universal Preschool program.

³¹It was beyond the scope of this analysis to examine the depth and breadth of school readiness standards.

³²NCES, 2001b.

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